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ABSTRACT

This book presents a view of what constitutes social justice in education, arguing that justice requires that all children have a real opportunity to become autonomous people, and that the state use a criterion of educational equality for deploying educational resources. Through systematic evaluation of empirical evidence, the book suggests that existing plans do not fare well against the criterion of social justice, yet this need not impugn school choice. The book offers a school choice proposal for implementing social justice and explains why other essential educational reforms can be compatible with choice. The nine chapters focus on: (1) "Liberal Theory and Education Policy"; (2) "The Case for Choice"; (3) "Three Red Herrings" (three unsuccessful arguments against school choice); (4) "The Case for Autonomy-Facilitating Education"; (5) "Objections to Autonomy-Facilitating Education"; (6) "The Case for Educational Equality"; (7) "Objections to Educational Equality"; (8) "Social Justice and Existing School Choice Programmes"; and (9) "School Choice for Social Justice?" (Contains 145 references and an index.) (SM)

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